

## **Administrative Procedure 425**

# **PRINCIPAL, VICE-PRINCIPAL & COORDINATOR PROFESSIONAL GROWTH, SUPERVISION AND EVALUATION**

### **Background:**

The purpose of the Principal Professional Growth, Supervision and Evaluation is to:

- Guide and support professional learning and growth.
- Encourage leaders to reflect, seek feedback and work towards continual improvement.
- Clearly articulate leadership expectations.
- Create and communicate a common language and understanding of effective school-based leadership.
- Examine practices to create the conditions that enhance student learning.
- Identify the practices, knowledge, skills, competencies, attitudes, and abilities that describe effective leadership.
- Improve principal/vice-principal effectiveness (formative supervision).
- Provide a basis for decisions regarding retention, reassignment or termination (summative evaluation).

### **Procedures:**

1. Principals shall be formally supervised and evaluated by the Director of Education and Vice-Principals by the designated Superintendent of Education.
2. Superintendents of Education will play a key role in providing feedback to the Director of Education during the supervision and evaluation process for principals.
3. Principals will play a key role in providing feedback to the designated Superintendent of Education during the supervision and evaluation process of vice-principals.
4. Principals and vice-principals will be required to complete an annual *Professional Growth and Development Plan*.
5. The Director or designate shall establish and maintain suitable procedures for supervising and evaluating the performance of all principals and vice-principals. The program shall include the following:
  - Formative Supervision – is to assist the principal or vice-principals in such a way as to achieve goals. Formative Supervision is process-oriented as it is primarily concerned with improving leadership practices.
  - Summative Evaluation – is to collect information to assess the present level of performance of the principal or vice-principal. Summative Evaluation is used to provide a basis for decision making.

6. The supervision model of formal and informal observations shall be used for the purpose of observing leadership behaviours and professional practice. These observations of professional leadership practice shall be on-going.
7. When there is a question of a principal or vice-principal not meeting the expectations of the Division, the Director or designate shall investigate immediately and if need be initiate an intensive supervision and evaluation process to address the identified concerns.
8. Supporting Documents:
  - A. *Principal/Vice Principal Growth Rubrics – Six Domains and Elements – \*Appendix 425-A*
  - B. *Professional Growth & Development Plan – \*Appendix 425-B*
  - C. *Self Assessment Summary – \*Appendix 425-C*
  - D. *Staff Formative Feedback Survey – \*Appendix 425-D*
  - E. *Formative Supervision Report – \*Appendix 425-E*
  - F. *Summative Evaluation Report – \*Appendix 425-F*
  - G. *Intensive Supervision Plan of Improvement – \*Appendix 425-G*

9. Cycles of Supervision:

**A. Track 1 - First & Second Year**– A principal or vice-principal in their first and second year shall have a *Summative Evaluation Report* completed. The Evaluation Model Shall Include:

*A Professional Growth & Development Plan (PGDP)* to be submitted to the Director or designate by October 1<sup>st</sup>. \*Appendix 425-B or an agreed upon template shall be used.

An initial meeting will be set up to review the PGDP with the Director or designate. Principals or vice-principals will use their PGDP to guide the formative process in completing the *Summative Evaluation Report*.

A minimum of two formative conferences per year conducted by the Director or designate. This will include one prior to December 20<sup>th</sup> and a second prior to the end of the school year of each year.

*A Formative Supervision Report* will be completed following each formative conference. \*Appendix 425-E or an agreed upon template shall be used.

*A Summative Evaluation Report* (\*Appendix 425-F) shall be completed by May 30<sup>th</sup>.

The *Summative Evaluation Report* shall be shared with the principal or vice-principal and they will initial and sign the document as required. The initial and signature does not imply that the principal is in agreement with

the report but rather acknowledges that the document has been reviewed by the principal/vice-principal and is in receipt of said document.

Copies of the report shall be distributed to the principal and placed in their personnel file.

If the principal's or vice-principal's summative report indicates unsatisfactory performance, a recommendation of removal of his/her administrative duties or contract termination will be made to the Board.

**B. Track 2 - Fifth Year** – A principal or vice-principal in their seventh year and every five years thereafter shall have a. *Summative Evaluation Report* completed. The Supervision Model Shall Include:

A *Professional Growth & Development Plan (PGDP)* to be submitted to the Director or designate by October 1<sup>st</sup>. \*Appendix 425-B or an agreed upon template shall be used.

An initial meeting will be set up to review the PGDP with the Director or designate. Principals or vice-principals will use their PGDP to guide the formative process in completing the *Summative Evaluation Report*.

A minimum of two formative conferences per year conducted by the Director or designate. This will include one prior to December 20<sup>th</sup> and a second prior to May 1<sup>st</sup> of each year.

A *Formative Supervision Report* will be completed following each formative conference. \*Appendix 425-E or an agreed upon template shall be used.

A *Summative Evaluation Report* (\*Appendix 425-F) shall be completed by May 30<sup>th</sup>.

The *Summative Evaluation Report* shall be shared with the principal or vice-principal and they will initial and sign the document as required. The initial and signature does not imply that the principal or vice-principal is in agreement with the report but rather acknowledges that the document has been reviewed by the principal and is in receipt of said document.

Copies of the report shall be distributed to the principal or vice-principal and placed in their personnel file.

If the summative report indicates unsatisfactory performance, they will be placed on the Intensive Supervision Cycle.

**C. Track 3 - Professional Growth & Development Plan (PGDP)** – all principals and vice-principals will be required to complete a PGDP annually. The PGDP Model shall include:

The principal or vice-principal shall assume primary responsibility for planning and implementing his/her PGDP.

A PGDP shall be submitted to the Director or designate by October 1<sup>st</sup>.

The plan may include the *Self Assessment Summary*, specific domains and elements for growth, identified goals to support the growth and the action steps required to achieve desired growth. The principal or vice-principal may choose to use the *Staff Formative Feedback Survey* to solicit staff feedback in developing their PGDP.

The plan may include an individualized format that is agreed upon by the Director or designate and the principal or vice-principal.

The Director or designate will ensure to conference with the principal or vice-principal throughout the year in regards to their PGDP.

The principal or vice-principal shall submit the Year End Review and meet with the Director or designate by the end of the school year. The Year End Review is intended to be brief, but shall reflect the principal's or vice-principal's general perception of the plan and identify plans for future growth.

The PGDP shall not become part of the principal's/vice-principal's personnel file.

**D. Track 4 - Intensive Supervision & Evaluation** - principals or vice-principals who have demonstrated on the basis of their performance and subsequent evaluation, that they are in need of intensive supervision in order to improve their professional practice to meet the expectations of the Division. The Intensive Evaluation Model shall include:

The Intensive Supervision & Evaluation process will be initiated by the Director or designate who has responsibility to complete the *Intensive Supervision & Evaluation Plan*.

The Intensive Supervision/Evaluation process will be conducted over a reasonable period of time which is normally not to exceed one complete school year.

The Director or designate will set up a meeting and provide the principal or vice-principal with written notification that he/she has been placed on the Intensive Supervision & Evaluation.

The principal will be given a copy of the *Intensive Supervision & Evaluation Plan*, which indicates the Domain(s) and Element(s) not meeting satisfactory performance. The process and timelines shall be discussed and outlined with the principal or vice-principal and included in the plan.

The principal or vice-principal shall identify the activities, supports required and a timeframe he/she will undertake to remediate the area(s) identified as requiring improvement. All participants in the meeting will discuss the *Intensive Supervision & Evaluation Plan* and sign it to acknowledge they have reviewed the plan.

The *Intensive Supervision & Evaluation Plan* will be implemented and monitored with data collected and feedback provided to the principal or vice-principal as set out in the plan.

The Director or designate will complete a *Summative Evaluation Report* (\*Appendix 425-F) upon completion of the plan. This *Summative Evaluation Report* will evaluate the Domain(s) and Element(s) identified as requiring improvement in the *Intensive Supervision & Evaluation Plan*.

Copies of the report shall be distributed to the principal or vice-principal and placed in their personnel file.

If the principal's or vice-principal's performance is deemed satisfactory, they shall return to the supervision schedule as appropriate.

If the principal's or vice-principal's summative report indicates unsatisfactory performance, a recommendation of removal of his/her administrative duties or contract termination will be made to the Board.

10. In the event of gross misconduct, behavior which seriously and negatively affects the operation of the school and/or the credibility of the Division, or the refusal by a principal to obey a lawful order of the Board, the Director may, on the instruction of the Board, suspend the principal pending the investigation and subsequent resolution of the situation. All such proceedings shall respect the principles of natural justice.

**Reference:**

Section 85, 87, 108, 109, 175, 210, 215 Education Act

**Revised:**

September 2017

\*Contact Human Resources for referenced Appendices